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SERVICE
Maryland's chief school officer wants to make community service a requirement for high-school graduation, and a youth organization calls for a national-service program for all young people.

See Page 6.

RESEARCH
The National Institute of Education could play a critical role in local education reform if it did a better job of conducting research and distributing its findings to those who need them, a new study finds.

See Page 11.

HUMANITIES
A coalition of businesses and foundations has contributed $2.25 million to establish a program to promote the teaching of the humanities and liberal arts in Philadelphia's public schools.

See Page 8.

EDUCATION WEEK

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U.S. Approves Voluntary Plans To Desegregate

Calif., Ohio Systems Will Use No Busing

By Tom Mirga and Peggy Caldwell

The Reagan Administration last week filed its first school-desegregation suit, then immediately resolved it by approving a desegregation plan for elementary schools in Bakersfield, Calif., that will rely totally on voluntary student transfers.

The consent decree settling the Bakersfield dispute was filed with U. S. District Judge Edward Dean Price simultaneously with a lawsuit by the Administration. The suit alleged that the 18,500-student district, which serves kindergarten through grade 8, was guilty of intentional student segregation. Judge Price immediately approved the pact, which the Justice Department termed "a blueprint for the future."

Less than a week earlier, the Justice Department reached a similar negotiated settlement with the public schools in Lima, Ohio.

Both plans call for the establishment of magnet schools, policies permitting voluntary student transfers to improve racial balance, and the provision of transportation for all students who elect to make such transfers.

Civil-rights groups were quick to condemn the settlements, claiming that voluntary measures such as magnet schools generally work only when crafted as part of

Continued on Page 15

E.D. To Seek $100-Million Increase in 1985 Budget

Proposal Asks Realignment of Spending Priorities

By Thomas Toch

WASHINGTON—The Education Department's fiscal 1985 budget, scheduled to be released by the Administration in its overall budget package this week, calls for expenditures totaling $15.5 billion—an increase of $100 million over current levels—and a realignment of budget priorities to reflect the recommendations of the National Commission on Excellence in Education.

If enacted, the fiscal 1985 budget would be the largest federal appropriation for education ever, notes Secretary of Education Terrel H. Bell in draft remarks accompanying the budget.

See Databank on page 12 for details of the budget proposal.

The budget represents the first time the Reagan Administration has proposed an increase in education spending. The fiscal 1984 budget proposed a 12.6-percent reduction for the department—from $15.09 billion to $13.19 billion. In the Administration's first year in office, its revision of President Carter's proposed budget for fiscal 1982 lowered the education request from $16.9 billion to $13 billion; for fiscal 1983, the President proposed spending $9.95 billion on education. In each of those years, the Congress appropriated more than was requested.

The budget, which details the Administration's recommendations for federal spending in the fiscal year that begins next October 1, includes no proposals for new spending initiatives in education. It does, however, make several recommendations the Congress has turned down in previous years, including the establishment of "education savings accounts," a "self-help expectation" for recipients of student-aid grants, tuition tax credits, and a vocational-education block grant.

In accompanying documents, the Administration suggests that lower inflation rates over the past two years "have protected the purchasing power of about $20 billion spent by all levels of government on education" and thus will allow states to increase spending on education over the next few years.

Citing increased funding for federal programs that "can contribute most directly to improving elementary and secondary education" as a high priority, the Administration proposes a $250-million increase (to $729 million) in the Chapter 2 education block-grants program.

The Chapter 2 program "[offers] the best opportunity for implementing reforms recommended by the Commission on Excellence," the Administration says in the documents.

Because the amount of Secretary Bell's discretionary fund is pegged to the appropriation for Chapter 2, that fund will increase to $43.22 million. About $11.63 million of that amount is earmarked by the Congress for various education programs, but the Secretary will be able to increase the number of his discretionary awards from 241 to 434 and will have $31.59 million to distribute.

Mr. Bell said the majority of these awards will be made for planning or imple-

Continued on Page 12

Administration Considers Changing Law To Help Discipline Efforts in Schools

By Cindy Currence

WASHINGTON—The Reagan Administration, as part of the President's school-discipline initiative, is considering the feasibility of changing a civil-rights law that has been blamed for making school officials unwilling to discipline students, a Justice Department official said at one of two Congressional hearings on school discipline last week.

Alfred S. Regnery, administrator of the Justice Department's office of juvenile justice and delinquency prevention, told members of the Senate Subcommittee on Juvenile Justice that the department is examining the Supreme Court's landmark 1975 student-rights decision, *Wood* v. *Strickland*, to determine whether it is possible to change the federal statute on which the nine-year-old decision is based.

Mr. Regnery's comments came in response to questioning from Senator Arlen Specter, Republican of Pennsylvania and chairman of the subcommittee, who asked several witnesses whether they thought changing Section 1983 of the Civil Rights Act of 1871 would increase school officials' capacity to handle discipline problems.

Under Section 1983, state authorities acting in an official capacity are liable for damages in civil-rights cases unless it can be proved that they acted in "good faith"—that is, if they believed at the time that their action was correct.

But in 1975, the Supreme Court ruled in *Wood* that "good faith" was no longer sufficient insulation against liability and set a stricter standard. "School officials are not immune from liability if they knew, or reasonably should have known, that the action they took would violate the constitutional rights of the students," the Court said.

For that reason, teachers and administrators often fear taking disciplinary action against students, said Gary L. Bauer, the deputy undersecretary of education who headed the Administration's school-disci-

Continued on Page 13

Panel Said Likely To Challenge Technology Center Contract

By Charlie Euchner

WASHINGTON—A Congressional subcommittee probably will conclude that the National Institute of Education acted improperly when it awarded Harvard University a $7.6-million contract to create a center for the study of educational technology, a source familiar with the panel's investigation says.

The Bank Street College of Education in New York, which also had sought the contract, last fall filed formal protests with the General Accounting Office and the House Intergovernmental Relations and Human Resources Subcommittee when its $4.4-million bid for the center was bypassed in favor of Harvard.

In their protests, Bank Street officials asked that the contract be taken away from Harvard and awarded to them.

The G.A.O., the investigative arm of the Congress, does not have the authority to overturn the N.I.E.'s decision, but it will make a recommendation to the N.I.E. in the next four to six weeks, said a G.A.O. official. The Congressional panel has not indicated when it would complete its inquiry, also begun last fall.

Bank Street's complaint focuses on two aspects of the bidding—the N.I.E. director's rejection of an advisory committee's finding that the Bank Street proposal was technically superior, and the decision of institute officials to give Harvard and one other applicant, but not Bank Street, information about the funds available for the grant. N.I.E. officials have not disputed the Bank Street officials' assertion of those facts, but say they acted properly.

"Based on what I've seen, I would be shocked if [the subcommittee and the G.A.O.] do not find that the decision was made improperly," said the source familiar with the Congressional investigation. The Bank Street proposal appeared to represent "the ideal situation—it's better technically and it costs much less," he said.

The award for the technology center represented the first time that the N.I.E. has

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IN SUMMARY

A Rewarding Partnership
Some 307 of 593 corporations surveyed recently gave $13.5 million to precollegiate education in 1982. **Story on Page 5.**

Community Service
Maryland's chief state school officer and the Youth Policy Institute have proposed service programs for young people. **Stories on Page 6.**

A 'Showpiece for the Humanities'
Businesses and foundations have put up $2.25 million to promote the humanities in Philadelphia's schools. **Story on Page 8.**

On the Short End
California students spend one and a third fewer years in school than the national average, a new study claims. **Story on Page 8.**

Moving Ahead in Tennessee
The governor's comprehensive, and controversial, education-reform bill has cleared some legislative hurdles. **Story on Page 8.**

State of the States
All but one of the annual gubernatorial messages in recent weeks called for action to improve education. **Story on Page 9.**

State of the Union
In his annual address, the President renews his call for school prayer, tuition tax credits, and discipline measures. **Story on Page 10.**

The New Federalism?
States and localities have lost $42 billion in federal funds because of policy changes since 1981, a union study asserts. **Story on Page 11.**

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THE WEEK

FEDERAL

Justice Department May Challenge Ruling On Comparable Worth

The Reagan Administration may challenge a federal district-court decision that awarded millions of dollars in back pay and raises to approximately 14,000 women employees of Washington State who were paid less than men holding comparable jobs.

According to a spokesman for the Justice Department, government lawyers are preparing a report for Solicitor General Rex E. Lee outlining objections to the ruling and recommending a course of action. "By no means is anything final," he said.

The department could file a "friend-of-the-court" brief in the case, *Washington Federation of State Employees* v. *Washington State*, or it could file a petition to intervene when the case is reviewed by the U. S. Court of Appeals for the Ninth Circuit. The spokesman said he did not know when Mr. Lee will make his determination on how to proceed.

In his Sept. 16 ruling, U. S. District Judge Jack E. Tanner held that Washington State had illegally maintained "a compensation system which discriminates on the basis of sex." In November, he handed down a second order requiring the state to bring the salaries for female-dominated jobs to a level equal that for male-dominated jobs. *(See Education Week, Dec. 21, 1983.)*

According to labor officials and women's-rights advocates, Judge Tanner's action marked the first time that a federal court went beyond the notion of "equal pay for equal work," which is required by a 1963 statute, and required a state to pay women at a rate reflecting the "full evaluated worth" of their work.

NATIONAL

Number of Women On School Boards Rises, Survey Shows

The number of women on school boards increased by nearly 9 percent from 1982 to 1983, according to a survey conducted by the *American School Board Journal*.

In 1983, 37.1 percent of U. S. school-board members were female, while in 1982 that number was 28.3 percent, the *Journal's* survey found.

The largest regional increase in the number of female school-board members was in the West, where the survey revealed a 15.7-percent increase.

The smallest increase for female representation on school boards was recorded for northeastern states. Although more women were on school boards, the 5.2-percent increase was well below the national average.

The survey, which is conducted annually by the monthly journal of the National School Boards Association, also found that male and female school-board members agree for the most part on educational issues—except when it comes to finding good teachers.

More than one-fourth of the female board members said that finding good teachers was a major problem, while only 15.8 percent of male board members said that it was a problem.

Minority representation on school boards did not increase overall from 1982 to 1983, the survey found, but the number of black school-board members increased by 2.2 percent.

Just under 10 percent of school-board members belong to a minority group, according to the survey.

Report Examines Status of Blacks In Education

The condition of black Americans "remained strained throughout 1983 with no light apparent at the end of the tunnel," according to the National Urban League.

"The bald truth is that not only has movement toward narrowing the socio-economic gap that separates black and white Americans come to a dead halt, retrenchment has set in and blacks are actually retrogressing," said John E. Jacob, in a summary of the organization's annual report on the status of blacks in America.

The annual report, which examined issues such as single-parent homes, voter registration, economics, and civil rights, also cautioned black children and their parents to pay attention to efforts "to test us out of the educational and employment pictures."

"It needs to be understood that the competition has increased for scarce places in education and in employment and [that] the nation is turning against affirmative action" in those areas, the report warned. "The feeling is that people should merit education and employment opportunity, and merit is more than often determined by test scores," the report said.

The league's report on urban education, which was written by Faustine C. Jones-Wilson, professor of education at Howard University, says that President Reagan and "neoconservatives" blame civil-rights efforts and the quest for equality in education for many of the problems in public education.

The league's report concludes that urban schools can be successful if "we as a nation rededicate ourselves to making them work."

Foundation To Seek Corporate Support For Basic Literacy

Harold W. McGraw Jr., chairman of the McGraw-Hill Inc. publishing company, has announced the formation of a new foundation that will work with business and industry executives to ease the problem of functional illiteracy among adults.

The foundation, which has been named the Business Council for Effective Literacy Inc, is being funded by McGraw-Hill with an initial $1-million grant. It will be based in New York City.

In its first year, the foundation will attempt to expand corporate participation inactivities underway throughout the country to improve basic-literacy skills among adults.

According to Mr. McGraw, the foundation also will help schools, libraries, and other organizations develop the "additional resources needed to build higher levels of reading competency among children."

The foundation's efforts were endorsed by President Reagan and Secretary of Education Terrel H. Bell.

Mr. McGraw said the foundation will concentrate its efforts on the estimated 27 million functionally illiterate adults who are "unable to perform such simple tasks as filling out a job application, applying for a driver's license, or reading a road sign." But he added that there are an estimated 47 million adults who are only marginally competent in performing such tasks.

The members of the board of directors are:

James E. Burke, chairman, Johnson & Johnson; Mrs. George Bush; Frank T. Cary, executive committee chairman, International Business Machines Corporation; Harold Howe 2d, senior lecturer, Harvard University Graduate School of Education; Martin Lipton, partner, Wachtell, Lipton; Dan Lucy, executive vice president, Business Council for Effective Literacy; Frank J. Macchiarola, president and chief executive officer, New York City Partnership; John K. McKinley, chairman, Texaco; Edward N. Ney, chairman, Young & Rubicam; Benjamin F. Payton, president, Tuskegee Institute; Alan Pifer, president emeritus, Carnegie Corporation of New York; Donald C. Platten, executive committee chairman, Chemical New York Corporation; Alice M. Rivlin, research director, Brookings Institution; Michael I. Sovern, president, Columbia University; and Alexander B. Trowbridge, president, National Association of Manufacturers.

STATES

Illinois Governor Opposes Extension Of Tax Surcharge

Promising to make state government live within its means, Gov. James Thompson of Illinois says he will oppose extension of an income tax surcharge due to die July 1.

The decision virtually dooms chances for extension of the one-

Survey Finds Significant Corporate Interest in Donations to Schools

Financial-Aid Council Takes First Look at Funds, Services Given at Precollegiate Level

By Sheppard Ranbom

Responding to heightened interest in precollegiate education on the part of businesses, the Council on Financial Aid to Education has for the first time released a survey on corporate giving to the schools.

The council, which ordinarily restricts its research to contributions to higher education, conducted the study on a "one-time-only basis" because many corporate-contributions officers have been curious about what businesses are doing to support precollegiate education, according to Anne Decker, C.F.A.E.'s vice president. She said many corporate officials have been "reassessing" their giving programs to schools following the release of reports by the National Commission on Excellence in Education and by the Task Force on Education and Economic Growth.

According to the financial-aid council, corporations gave a record $1.3 billion to education during 1982. Four percent of that amount went to elementary and secondary schools.

Gifts to education constituted 44 percent of corporations' total charitable contributions in 1982, compared with 41.5 percent the previous year, according to "Corporate Support of Education 1982," the annual study C.F.A.E. conducts in cooperation with the Conference Board, a research organization concerned with business economics. Higher-education gifts rose 20 percent despite the fact that corporate profits plummeted by 23 percent, the report said.

In response to the survey analyzing the nature of corporate gifts to schools during 1982, 307 of the 593 corporate-giving officers said that their firms provided financial support for precollege education. About 283 of the corporate officials said their firms provided assistance to secondary schools, while 157 said that their companies sponsored programs aiding elementary schools.

In a six-page report on the survey's findings, the council noted that fewer than half of the corporations that supported precollege education gave aid to vocational and technical programs (43 percent) and fewer than one-fifth provided support for preschool education. Some 60 percent of the companies provided support to both public and private education.

Support for schools came in the form of direct grants, equipment, or matching gifts, according to the survey. *(See accompanying table.)*

About 207 of the companies made direct grants to schools. Some 180 firms made cash grants to schools and 80 companies—most of them manufacturing concerns—provided equipment to schools, the survey reported.

Giving to Associations

About 60 percent of those companies surveyed contributed to national and local organizations and associations concerned with improving precollege education, according to the survey. The outside organizations most often mentioned were Junior Achievement and groups interested in improving education for members of minority groups, such as the National Achievement Scholarship Plan and the Negro Educational Emergency Drive.

About 140 companies reported that they provided matching gifts from their employees to precollege institutions.

More than half of these companies matched gifts to both public and private schools, while 45 percent matched only gifts to private schools and a little more than 1 percent matched only gifts to public schools. About 30 percent of the responding companies—most of which are in service or nonmanufacturing industries—reported participating in "adopt-a-school" programs.

Most Popular Areas

When companies limited their support to specific subject areas, the most popular areas were economic education, mathematics, science, and computer science, the report said.

Copies of *Corporate Support of Education 1982* are available for $6, and copies of "Corporate Support of Precollege Education" are available at no charge, from C.F.A.E., 680 Fifth Ave., New York, N. Y. 10019.

Precollege Education Support for 193 Companies (1982)

Level	Cash except Matching Gifts	Equipment	Matching Gifts	Total
Secondary				
Public	$2,039,888	$1,553,763	$494,014	$4,087,665
Private	506,474	226,992	1,841,200	2,574,666
Total	2,546,362	1,780,755	2,335,214	6,662,331
	(28.6%)	(95.8%)	(85.8%)	(49.4%)
Elementary				
Public	1,095,999	35,100	11,556	1,142,655
Private	88,255	12,360	213,254	313,869
Total	1,184,254	47,460	224,810	1,456,524
	(13.3)	(2.6)	(8.3)	(10.8)
Other Organizations	5,178,019	30,000	161,492	5,369,511
	(58.1)	(1.6)	(5.9)	(39.8)
Grand Total	8,908,635	1,858,215	2,721,516	13,488,366
	(100.0)	(100.0)	100.0)	(100.0)

Source: Council for Financial Aid to Education.

$750,000 Awarded by G.T.E. For Science, Math Training

The G.T.E. Corporation of Stamford, Conn., last week announced a $750,000 fellowship program that will enable practicing mathematics and science teachers to study their fields in depth and use their study in classroom projects.

The program, tested last year in a pilot project in North Carolina, will involve 80 teachers in Florida, Massachusetts, North Carolina, and the District of Columbia. The three states and the district were selected, a G.T.E. official said, because school officials there have demonstrated a commitment to improving public schools.

Program Gives Teachers $2,500

Called "Growth Initiatives for Teachers," the program will give the teachers $2,500 to spend on graduate study or inservice training in mathematics and science. The fellows will also attend seminars at G.T.E. laboratories.

After completing their studies, the teachers will receive another $2,500 from G.T.E. to develop plans for taking what they have learned to their classes at school. The money will be matched by the teachers' schools.

Teachers who took part in last year's pilot program studied calculus, biology, and other subjects. Some of the teachers did field work in the Galapagos Islands and in Kenya.

The fellows will be selected by the Educational Testing Service and the G.T.E. Foundation. Applications are available from the G.T.E. Gift Program, Box 2913, Princeton, N. J. 08541. The deadline for this summer's program is Feb. 29. —C.E.

Home Law Argued

The Maryland State Board of Education last week conducted hearings on a proposed bylaw to state education statutes that would allow school superintendents to waive college-graduation and teacher-certification requirements for parents who wish to teach their children at home.

The hearing was the result of growing concern among superintendents who have sought guidance on monitoring home-education programs, said a spokesman for the state's department of education.

The spokeman described the current compulsory attendance law as "vague." It says only that a child "shall attend a pubic school . . . unless receiving [other] regular, thorough instruction."

The bylaw—the second such measure to be considered in two years—would waive college-graduation and teacher-certification requirements entirely "if justified" the applicant's previous teaching experience or other qualifications.

WHAT THEY ARE SAYING ABOUT

HIGH SCHOOLS

The widely acclaimed PBS Special based on *High School,* The Carnegie Foundation for the Advancement of Teaching's report on secondary education in America written by Ernest L. Boyer.

"The cameras capture timeless high school tableaux: the homeroom roundup, the parent conference, the student vainly explaining the reason for arriving late before class. There also are glimpses of . . . the teachers speaking candidly about why their profession has become so forlorn and the students resisting most efforts to make them think. . . . Yet there's also hope. . . . *High Schools* is an absorbing hour." USA TODAY.

"Carnegie provides some specific commonsense suggestions about what to do to make the high schools better. One of the things that will make them better is an informed public. And that's where shows like *High Schools* prove their worth." Ann Hodges, HOUSTON CHRONICLE.

"This documentary should reach a far wider audience. . . . The view is unsettling but it should help broaden public sympathy and support for teachers and their often unwilling charges." Chris Connell, ASSOCIATED PRESS.

"'The public high school is where the battle for the future of America will be won or lost,' says Ernest L. Boyer, President of the Carnegie Foundation. A good way to start winning the battle is to watch this excellent program and renew your commitment to improving our schools." Kay Gardella, NEW YORK DAILY NEWS.

"...both captivating and provocative." Eric Mink, ST. LOUIS POST DISPATCH.

"...anyone even remotely interested in the future of public education should see this film. . . . Its message, clearly intended, is that our high schools are not beyond redemption." John Corry, NEW YORK TIMES.

HIGH SCHOOLS on film and on videocassette, is now available for purchase or rent (film only) for use in meetings of teachers and education staff members and interested citizens' groups.

The Carnegie Foundation for the Advancement of Teaching
5 Ivy Lane, Princeton, New Jersey 08540

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E.D. Slated for Budget Increase

Continued from Page 1

menting teacher-incentive concepts.

The budget also earmarks $2.8 billion for Guaranteed Student Loans, an increase from the current level of $2.25 billion. This apparently sharp increase reflects a carryover of G.S.L. funds that were not spent in fiscal 1984. Department officials said that they expect loan volume to increase during the upcoming year.

The Administration also proposes, however, a reduction of $332 million in its student-financial-assistance program, from $3.98 billion in the current fiscal year to $3.65 billion.

In particular, it recommends the elimination of the $161-million federal "capital contribution" to the National Direct Student Loan program, the elimination of the $375-million supplemental-grants program, no change from the fiscal 1984 level of funding of $2.8 billion for the Pell Grant program, and an increase of $295 million in the federal work-study program.

The Administration proposes that students make a "self-help" contribution of either $500 or 40 percent of the cost of their tuition, whichever is greater, to be eligible for federal college grants. It would also raise the maximum amount of a Pell Grant award from $1,800 to $3,000 and require middle-income parents to contribute a higher proportion of their annual earnings to the education of their children.

Similar Administration proposals were rejected by the Congress last year.

Chapter 1, the major compensatory-education program, would be funded again at its current level of $3.48 billion under the Administration's proposal.

In the message accompanying the proposed budget, Secretary Bell states that "we will continue to push for an optional voucher program under Chapter 1 to expand opportunities for parents of educationally deprived children to choose the schools that best meet their needs."

Last year, the Administration asked the Congress to enact legislation giving state and local education agencies the option of distributing Chapter 1 funds under a voucher scheme. Under that proposal, parents of disadvantaged students would be allowed to use their Chapter 1 voucher to pay for their children's education in either a public or a private school. The legislation was not reported out of committee.

Secretary Bell also announced in his message that the National Center for Educational Statistics will collect new data on teacher incentives, qualifications of teachers currently in the workforce, and high-school curricula.

Noting the importance of research to educational reform, the Administration recommends increasing the budget of the National Institute of Education, the department's research arm, from $48 million to $54 million to study such topics as new ways for schools to use computers, factors that attract highly qualified students to teaching careers, and studies on experimental teacher-pay plans. Last year, the Administration successfully pressed a reduction in the agency's budget from $55 million to $48 million.

Grants to the states for programs to educate and rehabilitate the handicapped would also be funded at their current levels, $1.07 billion and $1 billion, respectively.

The Administration also recommends that the appropriation for bilingual-education programs be reduced from $169.1 million to $139.24 million. The $30-million decrease reflects a disagreement between the Congress and the Administration over a new program to aid school districts enrolling a high percentage of immigrant children who do not speak English. The Administration contends that although the Congress appropriated funds for the program, it never officially authorized it and thus the department is legally obligated to withhold the money from the school districts.

Indian-education programs would be funded at their current level of $68.78 million.

Category 'A' impact-aid payments—those for school systems that educate student whose parents live and work on federal installations—would be increased from $457 million to $476 million.

The Administration, however, requests the elimination of Category 'B' payments—those for school systems in which the students' parents live or work on federal installations. Currently, the program receives $77.5 million.

In an apparent shift in policy, the Administration repeats its initial request of last year for a $50-million program to upgrade the quality of mathematics and science instruction.

The Congress is currently considering legislation that would provide between $400 million and $425 million for such a program. Last July, Congressional sources reported that Office of Management and Budget officials "could live with a figure" in the $400-million range.

In its previous three budget requests to the Congress, the Administration proposed the inclusion of vocational- and adult-education programs into new block grants to states at significantly reduced funding—a concept rejected by the Congress. In its fiscal 1985 request, the Administration recommends retaining a separate adult-education program with funding of $100 million and proposes a vocational-education block grant funded at $731 million.

The Administration also proposes the elimination of all federally funded library programs and some other categorical programs such as the Women's Educational Equity Act Program ($5.7 million), desegregation aid provided under Title IV of the Civil Rights Act of 1964 ($24 million), and the compensatory Follow Through program ($14.8 million).

In addition, the Administration requests that the budget for the office for civil rights be reduced from $49 million to $42 million. It also calls for a reduction in the number of employees in the Education Department to 4,979, a level 33 percent below that of January 1981.

Total spending for education in the United States during the 1982-83 school was $215.4 billion, with federal funds making up 6.8 percent of the total spent on elementary and secondary education, according to the National Center for Educational Statistics, which estimates that total spending for education in the country during the 1983-84 school year will total $230 billion.

Tom Mirga contributed to this report.

DATABANK

Proposed 1985 Budget for Education

The Reagan Administration's budget for the fiscal year 1985 calls for a $15.5-billion appropriation for the Education Department, a $100-million increase from the agency's current level of funding. The proposal would allocate 48 percent of the total budget to elementary and secondary education, 42 percent to postsecondary education, and 10 percent to other programs.

	1983 Appropriation	1984 Appropriation	1984 Revised Request	1985 President's Budget
	(in thousands)			
COMPENSATORY EDUCATION FOR THE DISADVANTAGED				
Grants for the Disadvantaged (Chapter 1):				
Grants to local education agencies	$2,727,588	$3,003,680	$3,003,680	$3,034,519
State agency programs:				
Migrants	255,744	258,024	258,024	229,626
Handicapped	146,520	146,520	146,520	145,520
Neglected and delinquent	32,616	32,616	32,616	32,616
State administration	33,180	34,414	34,414	30,973
Evaluation and studies	4,746	4,746	4,746	5,746
Subtotal, Chapter 1	**3,200,394**	**3,480,000**	**3,430,000**	**3,480,000**
Migrant education:				
High School equivalency program	6,300	6,300	6,300	—
College assistance migrant program	1,200	1,200	1,200	—
TOTAL, Compensatory education programs	**3,207,894**	**3,487,500**	**3,487,500**	**3,487,500**
SPECIAL PROGRAMS				
Improving school programs (Chapter 2):				
State block grants	450,655	450,655	450,655	685,655
Secretary's discretionary fund:				
Inexpensive book distribution (including RIF)	5,850	6,500	6,500	6,500
Arts in education	2,025	2,125	2,125	2,125
Alcohol and drug abuse education	2,850	2,850	2,850	3,000
Other discretionary funds	18,040	17,290	17,290	31,599
Subtotal	**28,765**	**28,765**	**28,765**	**43,224**
Subtotal, Chapter 2	**479,420**	**479,420**	**479,420**	**728,879**
Other Special Programs				
Women's educational equity	5,760	5,760	5,760	—
Follow through (Follow Through Act)	19,440	14,767	14,767	—
Training and advisory services (Civil Rights IVA)	24,000	24,000	24,000	—
Territorial assistance:				
General aid to the Virgin Islands	1,920	1,920	1,920	—
Teacher training	960	1,000	1,000	—
Ellender fellowships	3,000	1,000	1,000	—
Science and mathematics education (proposed)	—	—	50,000	50,000
Chicago desegregation activities	—	— [1]	— [1]	—
TOTAL, special programs	**534,500**	**527,867**	577,867	778,879
IMPACT AID				
Maintenance and operations:				
Payments for 'a' children	390,161	457,500	457,500	476,630
Payments for 'b' children	45,039	77,500	77,500	—
Special provisions (Section 2)	15,000	20,000	20,000	20,000
Subtotal, maintenance and operations	**450,200**	**555,000**	**555,000**	**496,630**
Disaster assistance	10,000	10,000	10,000	10,000
Construction	80,000	20,000	20,000	—
TOTAL	**540,200**	**585,000**	**585,000**	**506,630**
INDIAN EDUCATION				
Payments to LEA's and non-LEA's	48,465	50,900	50,900	51,350
Special projects for Indian students	12,600	12,000	12,000	12,000
Special projects for Indian adults	5,531	3,000	3,000	3,000
Program administration:				
Salaries and expenses	2,409	2,700	2,700	2,200
National advisory council	180	180	180	230
Subtotal, program administration	**2,589**	**2,880**	**2,880**	**2,430**
TOTAL, Indian education	**69,185**	**68,780**	**68,780**	**68,780**
BILINGUAL EDUCATION				
Grants to school districts	34,126	89,567	89,567	100,459
Desegregation grants	2,400	—	—	—
Training grants	31,288	32,610	32,610	25,000
Support services	16,340[2]	13,320[2]	13,320[2]	10,100
Bilingual vocational training	3,686	3,686[3]	3,686[3]	3,686
Emergency immigrant education	—	30,000[3]	30,000[3]	—
TOTAL	**137,840**	**169,183**	**169,183**	**139,245**
EDUCATION FOR THE HANDICAPPED				
State grants:				
State grant program	1,017,900	1,068,875	1,068,875	1,068,875
Preschool incentive grants	25,000	26,330	26,330	26,330
Subtotal	**1,042,900**	**1,095,205**	**1,095,205**	**1,095,205**
Special purpose funds:				
Deaf-blind centers	15,360	15,000	15,000	12,000
Severely handicapped projects	2,880	4,000	4,000	4,000
Early childhood education	16,800	21,100	21,100	21,100

	1983 Appropriation	1984 Appropriation	1984 Revised Request	1985 President's Budget
	(in thousands)			
Secondary education and transitional services for handicapped youth	—	6,000	6,000	6,000
Postsecondary programs	2,832	5,000	5,000	5,000
Innovation and development	12,000	15,000	15,000	12,000
Media services and captioned films	12,000	14,000	14,000	14,000
Regional resource centers	4,130	4,500	4,500	4,500
Recruitment and information	720	1,000	1,000	1,000
Special-education personnel development	49,300	55,540	55,540	37,640
Special studies	435[2]	3,070[2]	3,070[2]	2,000
Subtotal	**116,457**	**144,210**	**144,210**	**119,240**
Architectural barriers removal	40,000	—	—	—
TOTAL, education for the handicapped	**1,199,357**	**1,239,415**	**1,239,415**	**1,214,445**
REHABILITATION SERVICES AND HANDICAPPED RESEARCH				
Rehabilitative services:				
Basic state grants	943,900	1,003,900	1,003,900	1,003,900
Service projects	31,094	37,600	37,600	31,200
Independent living	19,400	19,400	19,400	21,000
Training	19,200	22,000	22,000	5,000
Subtotal	**1,013,594**	**1,082,900**	**1,082,900**	**1,061,100**
National Institute for Handicapped Research	31,560	36,000	36,000	30,060
National Council on the Handicapped[4]	—	—	—	—
Evaluation	—	2,000	2,000	500
TOTAL	**1,045,154[2]**	**1,120,900[2]**	**1,120,900[2]**	**1,091,660**
VOCATIONAL AND ADULT EDUCATION				
Vocational education consolidation (proposed legislation)	—	—	—	731,314
Vocational education:				
Basic grants	558,155	566,969	566,969	—
Program improvement and support services	99,590	99,590	99,590	—
Programs of national significance	7,678	8,178	8,178	—
Special programs for the disadvantaged	14,356	14,356	14,356	—
Consumer and homemaking education	31,633	31,633	31,633	—
State advisory councils	6,500	7,000	7,000	—
State planning	3,588	3,588	3,588	—
Permanent appropriation	7,161	7,161	7,161	7,161
Subtotal, vocational education	**728,661**	**738,475**	**738,475**	**738,475**
Adult education grants to states	95,000	100,000	100,000	100,000
TOTAL	**823,661**	**838,475**	**838,475**	**838,475**
STUDENT FINANCIAL ASSISTANCE				
Pell self-help grants	2,419,040	2,800,000	2,800,000	2,800,000
Supplemental grants	355,400	375,000[6]	375,000[6]	—[7]
Work study cooperative education (proposed)	590,000	555,000[5]	550,000[5]	850,000
Direct loans:				
Federal capital contribution	178,560	161,060	161,060	—
Teacher cancellations	14,800	19,800	19,800	4,000
Subtotal, direct loans	**193,360**	**180,860**	**180,860**	**4,000**
State student incentive grants	60,000	76,000	76,000	—
TOTAL, student financial assistance	**3,617,800**	**3,986,860**	**3,986,860**	**3,654,000**
GUARANTEED STUDENT LOANS				
TOTAL, guaranteed student loan program	**3,090,000**	**2,255,240[2]**	**2,255,240[2]**	**2,840,677**
EDUCATIONAL RESEARCH AND STATISTICS				
National Institute of Education	55,614	48,231	48,231	54,231
National Center for Education Statistics	8,589	8,747	8,747	8,747
TOTAL	**64,203**	**56,978**	**56,978**	**62,978**
LIBRARIES				
Public library services	60,000	65,000	65,000	—
Interlibrary cooperation	11,520	15,000	15,000	—
College library resources	1,920	—	—	—
Training and demonstrations				
Library career training	640	640	640	—
Library research and demonstrations	240	240	240	—
Subtotal	**880**	**880**	**880**	**—**
Research libraries	6,000	6,000	6,000	—
Public-library construction	50,000	—	—	—
TOTAL	**130,320**	**86,880**	**86,880**	**—**
DEPARTMENTAL MANAGEMENT				
Salaries and Expenses				
Program administration	232,955[2]	231,972[2]	234,178[2]	243,505
Civil rights	44,868	49,396	49,396	42,633
Inspector General	12,840	12,989	14,961	15,312
Total	**290,663**	**294,357**	**298,535[8]**	**301,450**
TOTAL, DEPARTMENT OF EDUCATION[9]	**15,422,286**	**15,379,480**	**15,433,656**	**15,484,949**

FOOTNOTES:
[1] $20 million from unobligated balances in the Guaranteed Student Loan account are available for this activity. This is not new budget authority, and therefore is not included in the total for this account.
[2] Adjusted for comparability. The program-administration line item under departmental management includes $10.95 million in 1983 and $1.97 million in 1984 for activities transfered to it in 1985 from bilingual education, education for the handicapped, rehabilitation services and handicapped research, and guaranteed student loans. In 1983 the amount includes $10.5 million for student-loan collectors, $145,000 for data-processing services, and $310 thousand for advisory councils. In 1984, the amount includes $1.26 million for student-loan collectors, $95,000 for data-processing services, and $617,000 for advisory councils.
[3] Because this program lacks authorizing legislation, funds are not available for obligation.
[4] Funds transferred to salaries and expenses.
[5] Includes $5 million appropriated under higher education for work-study. This amount is proposed for transfer to student financial assistance by a language supplemental.
[6] Includes $5 million appropriated under higher education for supplemental grants. This amount is proposed for transfer to student financial assistance by a language supplemental.
[7] Authority is requested to allow institutions to transfer up to 50 percent of their work-study allocation to the supplemental-grant program.
[8] Includes $4.18 million which will be obtained from unobligated balances. $2,206 will be used for program administration, and $1,972 for the inspector general.
[9] Note: Because some higher-education and other Education Department programs have been omitted, totals do not exactly reflect the line items in this table.
Source: U.S. Education Department

Change in Civil-Rights Law Eyed

Continued from Page 1

pline task force and who testified with Mr. Regnery on behalf of the Administration.

A report from the Justice Department on whether pursuing legislation to change section 1983 is advisable is expected "soon," Mr. Regnery said.

Albert Shanker, president of the American Federation of Teachers, disagreed with Mr. Bauer on the efficacy of the legal strategy, saying, "I don't know any teachers who are afraid to discipline students because they could be held liable."

A greater problem, he said, is the frustration of taking a student who has committed a criminal act in school through the juvenile-justice system, only to have the judge send the student right back to school.

"We do have a hard time getting teachers to press charges," Mr. Shanker told the subcommittee, "but it's because they know what's going to happen in the end."

House Hearings

In two days of testimony before the House Subcommittee on Elementary, Secondary, and Vocational Education, other educators said they agreed that discipline is a major problem, but they contended that the recently issued report of the Administration task force, "Disorder in Our Public Schools," did not present an accurate picture of the situation.

Gary D. Gottfredson, director of The Johns Hopkins University's program on delinquency and school environments, labeled "misleading" the "notion that school disorder is an acute crisis."

"The best available evidence suggests no recent dramatic increases or decreases in disorder in schools," said Mr. Gottfredson, who is working on a national discipline study involving 600 schools, "nor does it suggest dramatic increases or decreases in serious juvenile crime."

What the most recent data do indicate, he told members of the subcommittee, "is that we have some chronic disciplinary problems in many schools."

Educators also criticized both the President and his task force's report for not making a clear distinction between school violence and unruly and disruptive behavior.

"Whenever school violence is discussed," said William W. Wayson, professor of educational policy and leadership at The Ohio State University, "you can count on someone's confusing violence and safety with discipline problems. As a matter of fact, they are different problems, and melding them confounds the issues and reduces the probability of curbing either."

Representative William F. Goodling, Republican of Pennsylvania and the subcommittee's ranking minority member, told witnesses he did not think the issue at hand was the quality of the President's report.

"I think we have to be careful about the business of using statistics," Representative Goodling said. "It becomes confusing to us and the public." He added that since everyone seemed to agree that discipline was a problem, "let's get rid of the statistics and work on the problem."

"I recommend that the Administration and Congress give a high priority to those legislative programs that assist schools with large populations of minorities, disadvantaged, and handicapped students," said Jack Isch, administrative assistant to the superintendent of the Oklahoma City Public Schools.

"Additional support for such programs as Chapter I, vocational education, and E.S.A.A. [the Emergency School Aid Act, a program to assist desegregation efforts that was folded into the Chapter 2 education block-grants program in 1981] will assist school districts in achieving the desired excellence in education expressed by the Administration," Mr. Isch said.

Mary H. Futrell, president of the National Education Association, outlined a four-point plan for subcommittee members, including a recommendation that they support the proposed American defense education act, which was reintroduced in the House this month by Representative Carl D. Perkins, Democrat of Kentucky and chairman of the subcommittee. The bill would provide federal funds to school districts through a formula based on states' per-pupil expenditures.

"The support services in our schools need to be bolstered," Ms. Futrell said. "The American defense education act would help local school districts strengthen their professional counseling efforts."

Mr. Bauer said the Administration did not consider discipline to be a "dollar and cents" issue.

The President is hoping that by focusing national attention on the problem, he will encourage states and local groups to seek solutions, Mr. Bauer said. That strategy was successful following the release of report by the National Commission on Excellence in Education last spring, Mr. Bauer contended, pointing out that 45 states are working on reform legislation.

U.S. Intervention Unlikely in *T.L.O.*

WASHINGTON—Justice Department officials said last week that they would not seek to intervene in a lawsuit now before the Supreme Court involving evidence seized in school-discipline proceedings, despite an Administration request that the department file a friend-of-the-court brief in the case.

The lawsuit, *State of New Jersey v. T.L.O.*, centers on whether information gained during disciplinary proceedings is admissible evidence in later juvenile-court proceedings.

The New Jersey Supreme Court ruled last August that evidence obtained by an administrator at Piscataway High School who searched a student's purse could not be used against the student in a court of law.

The Supreme Court has agreed to hear the case but has not yet scheduled oral arguments.

— Kay Oberly, assistant to Solicitor General Rex E. Lee, said she recommended that the Justice Department not file a brief because the outcome would not affect school officials' ability to discipline students. School discipline "is not really an issue in this case," she said.

Ms. Oberly added that Administration officials working on the President's discipline initiative asked the Justice Department to file the brief only a few days before the Supreme Court's Jan. 12 deadline for filing briefs related to the *T.L.O.* case, and that meeting the deadline was not "feasible." —C.C.